Enhancing Education Through Technology
(Title II Part D)
Tennessee

CFDA/Subprogram No: 84.318X

REQUEST FOR APPLICATION

Packet for

EdTech LAUNCH I

Competitive Grants

2003-2004

Tennessee Department of Education

Office of Applied School Technology

October 2002

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Section 1. CALENDAR

Notice of Publication of Request for Applications **October, 2002** Publication on Department of Education website, linked from www.state.tn.us/education/acctedtech.htm Notification through Commissioner's weekly news bulletin.	Statewide information sessions regarding application and project design **October 28ff, 2002**

Letter of Intent to Submit Application *due*	**Completed application forms and attachments *due***
4:00 p.m. CST Monday, December 2, 2002 Send the Letter of Intent to Submit Application by Word document in an email attachment to:	The completed application forms are due in the office specified below no later than **4:00 p.m. CST Monday, February 17, 2003** Send the completed EdTech LAUNCH 1 application packet, including all forms and attachments, to:
Jerry.Bates@state.tn.us NOTICE: Letters of Intent to Submit will ONLY be accepted by email.	Tennessee Department of Education Office of Applied School Technology Attention: Jerry Bates 710 James Robertson Parkway 6th Floor, Andrew Johnson Tower Nashville, TN 37243

Application Reviews	**Grant Awards**
February-March 2003	Mid-March 2003

Workshops for Coaches, Library Media Specialists: April 22 ff, 2003

Grant Program Period:	
Grant contract issue (March 2003) through August 15, 2004	*Budget period 1* Grant contract issue - June 30, 2003 *Budget period 2* July 1, 2003 - June 30, 2004 *Budget period 3* July 1, 2004 - August 15, 2004

April 30, 2003: **System Technology Plan** in compliance

Section 2. EdTech Launch Grant Program 2003-2004

Introduction

As part of the effort to support higher levels of student learning and results in all schools in Tennessee and to better prepare students for the future work force, Tennessee's implementation of the No Child Left Behind Title II Part D competitive grant program represents a united effort to provide students and teachers with greater meaningful access to technology. This effort unites the goals of the State Board of Education with the goals of the U. S. Department of Education as delineated in the Enhancing Education Through Technology Act.

For the past three years, the Tennessee State Board of Education has consistently stated the goal for technology in Tennessee's K-12 as:

Technology will be used to improve student learning and meet performance goals.

While the strategies outlined by the State Board for achieving this goal have shown some evolution over time, the measures have remained the same. Since 2001, the plan has delineated "no new costs" for implementing the program. The major ongoing state education investment in K-12 instructional technology has been the provision and maintenance of a statewide network with the capability of connecting every public school in the state to the Internet. (An EIS program is another initiative supported with state funding.)

Strategies Outlined by State Board of Education: Figure 1

Strategies	2002	2001	2000
1. Implement an education information system.	X	X	
2. Focus technology resources to improve student learning.	X	X	X
3. Provide all students with access to networked computers in the classroom.	X	X	X
4. Advance student learning in using technology to assure that all students are prepared for high skilled, high wages jobs and to support lifelong learning.	X	X	X
5. Increase the development and use of web-based resources.	X	X	X
6. Support opportunities for teachers and administrators to develop competence in using technology to meet instructional goals.	X	X	X
7. Obtain or develop on-line instruction to meet individual student and teacher learning needs and course requirements. Use technology for ongoing professional development.	X	X	
8. Explore the delivery of on-line courses within Tennessee to meeting individual student learning needs and course requirements.			X
9. Implement a management information system that efficiently interfaces data requirements of local school systems to those of state and federal reporting requirements.			X

On January 8, 2002, the No Child Left Behind Act of 2001(P.L. 107-110) was signed into law. This legislation re-authorizes the Elementary and Secondary Education Act of 1965 (ESEA) and establishes the Enhancing Education Through Technology (NCLB Title II, Part D, or EdTech) program which consolidates the Technology Literacy Challenge Fund (TLCF) Program and the Technology Innovative Challenge Grant Program into a single State formula grant program.

Federal Goals

The three over-riding federal goals for EdTech are

1. to improve student academic achievement through the use of technology in elementary and secondary schools.
2. to assist every student, regardless of race, ethnicity, income, geographical location, or disability, in becoming technologically literate by the end of eighth grade, and
3. to encourage the effective integration of technology resources and systems with professional development to promote research-based instructional methods that can be widely replicated. (NCLB § 2402 (b) (1-2))

Through EdTech, Tennessee will receive approximately $8.2 million dollars for the 2002-2003 funding period. Of this amount, five percent (5%) will be used by the Department of Education for project and administrative costs, including those of the state's general consolidated application submitted and approved by the U. S. Department of Education. The remaining ninety-five percent (95%), approximately $7.8 million, will be awarded to eligible subgrantees. The distribution of these funds will be through two methods:

1. Formula Allocation (50% of the 95%) – LEAs will receive a proportionate share of the available funding as described under Part A of Title I, based on state approval of an LEA's consolidated application.

2. Competitive Awards (50% of the 95%) – These awards are available to eligible local entities on a competitive basis.

Only one type of competitive technology grant will be awarded during the 2002 funding year: the EdTech LAUNCH program. The LAUNCH program design is built to capitalize on and extend to other schools/systems the success demonstrated in the TLCF 2001 grant program funded by the previous federal competitive technology grant program.

Findings from the external evaluation of the TLCF 2001 grant program in Tennessee strongly recommended that the programs so funded be extended for more than a single academic year. The first EdTech LAUNCH competitive awards will therefore be made for a multi-year period, ending August 15, 2004.

Due to the delay in the grant application announcement, the first grants will not be awarded until the spring semester of the 2002-2003 school year. However, their funded programs will extend through the following summer, continue through the 2003-2004 academic year, and include the opportunity for continued summer professional development in preparation for the 2004-5 academic year. The EdTech LAUNCH I grants, therefore, span one and a half academic years and two summers.

Program Goals

The major purpose of the Enhancing Education Through Technology program is to assist school systems in improving student academic achievement. Grant funding will serve to enhance ongoing efforts to improve teaching and learning through the use of technology. In particular, during the 2002-2003 grant funding cycle, attention should be given to:

- improving student achievement through the use of technology;
- assisting every student to become technologically literate by the end of the eighth grade; and
- encouraging the effective integration of technology.

District Performance Goals

To receive EdTech competitive funds, applicants must develop process and accountability measures that will be used to evaluate the extent to which activities funded under the program are effective in:

- integrating technology into curricula and instruction;
- increasing the ability of teachers to teach using technology; and
- enabling students to meet challenging State standards, including technology literacy.

In addition, in order to receive federal funds granted through the state agency (and e-rate), an LEA is required to submit a District Technology Plan approved by the district Board of Education. The district plan must be aligned with the State Board goal as well as the State Technology Plan (once it has been revised and approved by the State Board of Education). Either the District Plan, or the option for submitting it, must be submitted with the grant application. The state-certified technology plan must be on file with Tennessee Office of Applied School Technology (OAST) on, or before, April 30, 2003. (See Form 9)

Eligible Applicants

An eligible local entity is either a “high-need local educational agency” or an “eligible local partnership” (NCLB § 2403 (1)). Only eligible local entities may receive competitive EdTech funds.

A high-need local educational agency is an LEA that

(1) Is among those LEAs in the State with the highest numbers or percentages of children from families with incomes below the poverty line

AND

(2) Serves one or more schools identified for improvement or corrective action under section 1116 of the ESEA,

OR

has a substantial need for assistance in acquiring and using technology.

For the purposes of this program, the term "poverty line" means the poverty line indicated by census data as provided on the U.S. Census site. (http://www.census.gov/hhes/www/saipe/school/sd97ftpdoc.html) According to that data for Tennessee, 16.59 % of Tennessee's children are from families with incomes below poverty line. In addition, of Tennessee LEAs, half of the school districts have 616 or more children from families with incomes below the poverty line. Therefore, for the purposes of the 2002-2003 EdTech competitive grant program, the definition for "highest numbers or percentages of children from families with incomes below the poverty line" in Tennessee is:

- An LEA having 16.59%, or more, of children from families with incomes below the poverty line residing within the LEA

or

- An LEA having 616 or more children (age 5-17) from families with incomes below the poverty line residing within the LEA.

The data used for purposes of determining the numbers or percent of poverty for an LEA must be drawn from the U.S. Census data tables provided later in this document. (See Appendix B)

An *eligible local partnership* is a partnership that includes at least one high-need LEA (as defined above) and at least one of the following:

(1) An LEA that can demonstrate that teachers in its schools are effectively integrating technology and proven teaching practices into instruction, based on a review of relevant research, and that the integration results in improvement in classroom instruction and in helping students meet challenging academic standards.
(2) An institution of higher education in full compliance with the Higher Education Act of 1965.
(3) A for-profit business or organization that develops, designs, manufactures, or produces technology products or services or has substantial expertise in the application of technology in instruction.
(4) A public or private nonprofit organization with demonstrated expertise in the application of educational technology in instruction.

Demonstration of applicant eligibility is a prerequisite before a competitive application will be evaluated. Using the definitions delineated above, those LEAs whose statistical census data demonstrate that EITHER their poverty percentage is equal to or greater than the statewide average poverty percentage (as shown in those same census data tables) OR whose number of children in poverty is equal to or greater than the statewide poverty median will be in the eligible LEA pool. From this eligible pool, those LEAs having schools On Notice/Improving or having one or more schools with substantial need for acquiring or learning to use technology will be eligible to submit competitive applications on behalf of those system-selected individual schools so qualified. The definition of substantial need will be based on student to computer ratios coupled with the professional readiness to use technology in everyday teaching and learning as documented in the school's Tennessee STaR Chart (campus level). (See Appendices)

Partnerships

In any partnership application, the eligible LEA as herein defined must be the primary member. In such a partnership, the majority of the partnership's services must focus of the needs of the high-need LEA.

For partnerships with private or public for-profit entities, the state shall require that the for-profit entity commit to rigorous analysis of impact on grantee school student achievement in ways that are not prejudicial in favoring the entity's own products or services. This commitment is to be demonstrated at the outset by presentation of

scientifically based research that compares the effectiveness of the entity's product or service with that of similar entities. The for-profit entity shall further conduct, at its own expense, rigorous scientifically based research to demonstrate the impact on student learning in the LAUNCH grant school. (Note: these terms apply to any partnership application that names a for-profit entity as a member in the partnership.)

To the extent that the state elects to use research faculty from an institution of higher learning to perform consistent external evaluation studies, such service will not be considered a partnership application. Rather, such service will be rendered as a fee for service to the grant recipients.

LEA Selection of Eligible School Grant Applicants

An eligible LEA may submit not more than four individual school level EdTech LAUNCH I applications. Schools that the LEA selects to apply for the EdTech LAUNCH grant must meet school-level application criteria. Selected schools must meet at least one of two criteria and the justification for the selection must be specified in the grant application. The two criteria are: (1) The school is identified as an "on notice" or "in improvement" school by the Department of Education; or (2) the school exhibits significant need for technology and technology professional development. In determining whether a school meets the second measure, the LEA must utilize, at a minimum, the Tennessee STaR Chart (Campus Level).

The LEA must file an electronic Notification of Intent to apply for the EdTech LAUNCH grant and must identify the four schools it has authorized to submit applications. While an LEA may submit up to four grant applications, no LEA will be awarded more than two competitive EdTech LAUNCH grants during a grant cycle.

Type of Competitive Award: EdTech LAUNCH

For the initial grant cycle Spring, 2003 - August 15, 2004, the project design builds on the successes of the pilot school program funded through TLCF2001 and launches the distribution of the model further into the state.

The TLCF pilot school program funded site-based creation and implementation of full-scale building level professional development programs. These professional development programs were designed by the applicants to engage all their classroom teachers in ways designed to positively influence student learning. Program designs for EdTech LAUNCH must also embrace these same principles and focus on technology integration.

The LAUNCH program applicants will use a whole school learning community model to provide the means for assisting teachers in efforts to improve their teaching practices to increase student performance. Through EdTech funding, technology will be a key component as a tool in the process. The grant will provide a full-time school-based technology coach who will model and help design effective technology-based strategies that support and enhance existing curriculum standards. Under the leadership of the school principal, the technology coach is responsible for the professional development program funded by the EdTech LAUNCH grant. The program will serve as a catalyst for fundamental change in the overall teaching and learning process. EdTech LAUNCH programs must transcend the prevalent tendencies that try to equate drill and practice, testing mechanisms, and "integrated" learning systems with technology integration.

Funding

Allocation of Funds and Eligible Expenses

The EdTech competitive grants are made available through the U.S. Department of Education's Enhancing Education Through Technology program and are distributed on a competitive basis to public local education agencies (LEAs). Approximately $3.9 million is available to Tennessee LEAs for EdTech Competitive Grants during this funding cycle.

Federal Fiscal Year 2002 *(Tydings period ending 9/30/2004)* Amount Available: $3.9 million; Number of Awards: 12-13; Maximum Award Amount: $300,000

To submit a competitive proposal, the LEA must meet the definition of high-need LEA or eligible local partnership. If a partnership is established, the goals of the proposal must meet the needs of the high-need LEA. An LEA can be the fiscal agent in no more than two competitive awards.

Each EdTech recipient must use at least forty percent (40%) of its grant funds to provide ongoing, sustained, intensive, and high-quality professional development. This mandate applies to competitive grant funds. The remaining competitive grant funds may be used at the grantee school to carry out other activities consistent with the purposes of the program and the district's local technology plan. The professional development so funded shall be on integrating technology into curricula and instruction and using technology to create new learning environments. This includes:

- Using technology to create new learning environments
- Enabling teachers to use the internet to enhance communications with parents
- Enabling teachers to retrieve internet-based learning resources and accessing data and resources to develop curricular and instructional materials
- Improving classroom instruction in core academic areas in order to prepare students to meet academic content standards, including student technology literacy

Eligible expenses include:

- Salary and benefits of one full-time technology coach
- Costs of substitute teachers for release time or teacher stipends for off-contract time for teachers engaged in the professional development activities designed as part of the whole school learning model
- Registration fees for technology integration conferences
- Travel for technology conferences and meetings focused on classroom integration of technology for the purpose of improving student learning (travel must follow state travel guidelines)
- Fees for on-line professional development services
- Expenses negotiated as part of the relationship with a mentoring TLCF pilot school
- Supplies and materials integral to the professional development program events
- Reasonable fees for guest presenters of workshops aligned with technology integration program goals
- Purchases of hardware, software, and peripherals for classroom use
- Partial assistance in defraying the cost of additional technical support necessitated by the increased numbers of computers placed in the participating school
- Program evaluation costs

Ineligible expenses:

- One-time telecommunication infrastructure expenses (installing new LANs or WANs)
- Monthly telecommunication expenses
- Instructional furniture such as desks and chairs
- Office facilities such as space and rent
- Utilities such as phone, electricity and gas
- College tuition

Length of Funding

Funding begins at the time of official grant award notification. Enhancing Education Through Technology funds for federal fiscal year 2002 must be expended by September 30, 2004. The funded program crosses multiple state fiscal years. Budgets must allocate funds to each state fiscal year in order to ensure continued funding across the fiscal year boundaries.

Devotion of Formula Funds and Transferability

Applicants from all LEAs, including those from insufficient formula awards, are required to demonstrate devotion of formula award funds to the competitive grant recipient. The devotion of funds shall be at least proportionate to the

grantee school's total student population to the LEA's total student population. The formula allotment amount (before transferability, whether in or out) shall be considered the base for these calculations.

Funding and Instructional Priorities

In determining a funding and instructional focus, each eligible LEA must develop a proposal of appropriate size and scope to best facilitate the grant's goals to: (a) improve student academic achievement through the use of technology in schools; (b) assist all students in becoming technologically literate by the end of the eighth grade; and (c) encourage the effective integration of technology in teacher training and curriculum development to establish successful research-based instructional methods. The design of the program outlined in the grant proposal must meet all minimum requirements.

Enhancing Education Through Technology legislation mandates specific criteria to be used in considering funding:

- Focus of the grant must be on addressing the needs of the high-need LEA
- Priority to LEAs that are eligible for competitive, but received insufficient amounts under the formula award
- Program must be of sufficient size, duration, scope, and quality
- Equitable rural/urban distribution
- LEA serves as the fiscal agent
- At least twenty-five percent (25%) of the funds must be allocated to provide ongoing, sustained, and intensive, high-quality professional development

To meet these mandates, the following will apply:

- Partnership applications must clearly delineate the primary beneficiary of the grant.
- "Insufficient amounts" under formula award, for the 2002-2003 grant award period is determined as less than $10,000.
- Grant awards will approximate the rural/urban distribution in the state.
- At least forty percent (40%) of the competitive grant budget must be spent to provide ongoing, sustained, and intensive high-quality professional development

Applicant Responsibilities and Commitments

Directors of Schools of participating systems must agree to all assurances on the *Assurances* (Form 3) and provide the necessary signatures. It is required that all applicants demonstrate an increasing commitment to achieving the State's technology goal and federal grant goals that extend well beyond the boundaries of this application. In particular, systems and schools are expected (a) to demonstrate increased coordination of federal (e.g. Title I, II, VI) funds to support teaching, learning, and technology; (b) to increase the ability of teachers to teach; and (c) to enable students to meet challenging State standards, including technology literacy. Directors of Schools must agree that financial resources provided under the EdTech grant will supplement, not supplant, state or local funds.

Technology Coach

Each grant recipient must retain the full-time service of a building-level "technology coach" who effectively serves as the director of the professional development program designed to increase the extent and depth to which each teacher on the faculty integrates technology into everyday teaching and learning. The technology coach designs, implements, and delivers the ongoing professional development program; works directly with teachers to assist in implementing new instructional strategies through planning, observation, co-teaching and coaching; and administers the overall program. While serving as technology coach, the teacher identified for this position does not teach students. For school reporting purposes, the coach is identified as a consulting teacher.

The technology coach must hold a current teaching endorsement appropriate for the grades taught in the grant applicant school, have classroom teaching experience with the grades served at the applicant school, and demonstrate the characteristics deemed critical for coaching success. In selecting the individual to serve as the technology coach, it is recommended that the teacher come directly from the teaching faculty at the applicant school. Since the coach will be working directly with the teachers in the school, principals are advised to collect input from their faculty before selecting the coach, and may consider soliciting nominations from the faculty from which to select the coach. Characteristics deemed critical for a successful technology coach include: computer expertise,

communication skills, people skills, knowledge of teaching and technology standards, student-centered pedagogical practice, patience, vision, motivational skills, and organizational skills.

For additional guidance in considering appropriate candidates for the position of technology coach, applicants are referred to the Educational Computing and Technology Standards for Technology Facilitation Initial Endorsement from the International Society for Technology in Education (ISTE) and NCATE.

It is acknowledged that school applicants may not currently have a faculty member that meets all the qualifications delineated in the ISTE/NCATE standards. For this reason, one of the purposes of the LAUNCH grant program is to assist districts in building capacity. Therefore, professional development will be provided over the course of the LAUNCH program to assist the coaches in refining their skill set.

Upon receiving notice of grant award, the grant recipient will notify the Office of Applied School Technology with the name of the person who will serve as technology coach. This notice shall include the rationale for selecting this individual and describe how the person exhibits the critical characteristics. Failure to provide an appropriate coach within thirty days of the grant award can result in the grant award being cancelled.

Sustainability Commitment

The LAUNCH grant program seeks program applications that are sustainable. Therefore, to demonstrate commitment to the LAUNCH program and to contribute to sustaining a funded grant, the LEA applying for LAUNCH grants must agree to provide to the grant school recipient, at district expense, the technology coach for one academic year following the grant and on a part-time basis for the next year thereafter. It is expected that every effort will be made to retain the same technology coach in order to build on the foundation established in the grant-funded year.

Program Evaluation

Each grant applicant will be required to specify the performance indicators for each of the strategies it outlines in its application. The state also plans to engage in an external evaluation process which involves site visits, classroom observations, interviews, and surveys. This evaluation will also require the use of student-level achievement scores. The evaluation may continue beyond the grant-funded period for an additional two academic years.

In submitting an application for and EdTech LAUNCH grant, the LEA and the respective school principals (and their successors) agree to provide the evaluator with access needed for the delineated on-site data visits and further gives permission to the state to provide evaluators with student level achievement scores. (The state may also elect to identify demographically similar control schools from which similar permissions will be sought.)

The cost of the external evaluation in the grant funded year shall be a funded grant expense of the LEA. Subsequent evaluation costs shall be borne by the state grant project fund.

Additional evaluation requirements apply for partnership applications in which a for-profit entity is identified as a partner. (See Partnerships)

Professional Development

Professional development that is site-based and job-embedded is best delivered over the course of the school year because it is more readily related to the teachers' day to day practice. The EdTech legislation recognizes this fact by specifying that the professional development is to be "ongoing, sustained, and intensive." In cases of workshops delivered in blocks of time before the start of the school year (or after its close), care must be taken to design the program using problem-based learning methods in order that the professional development results in changes in future classroom practice. Some, but not all, of the professional development may be scheduled for summers. In submitting the grant application, the LEA agrees to permit on-site professional development for teachers that is job-embedded, occurring throughout the academic year.

While the EdTech legislation includes a provision to waive the 25% minimum expenditure on professional development, this waiver does <u>not</u> apply to applicants for the EdTech competitive grants. While the EdTech

legislation sets the minimum professional development expenditure at 25% for both formula and competitive awards, the minimum for the competitive grants in Tennessee is raised to 40%.

Of the eligible expenses specified earlier, the following can be considered professional development costs:

- Salary and benefits of one full-time technology coach
- Costs of substitute teachers for release time or teacher stipends for off-contract time for teachers engaged in the professional development activities designed as part of the whole school learning model
- Registration fees for technology integration conferences
- Travel for technology conferences and meetings focused on classroom integration of technology for the purpose of improving student learning (travel must follow state travel guidelines)
- Fees for on-line professional development services
- Expenses negotiated as part of the relationship with a mentoring TLCF pilot school
- Supplies and materials integral to the professional development program events
- Reasonable fees for guest presenters of workshops aligned with technology integration program goals

To ensure that the technology coaches develop an effective working understanding of technology integration so that they can promote teaching and learning at advanced and target levels as delineated in the STaR Chart, the Department of Education, in concert with the Appalachian Technology Education Consortium (ATEC) and the University of Memphis, will provide a series of professional development experiences for the technology coach and the school media specialist from each of the LAUNCH schools. This endeavor will provide a handbook for technology coaches, provide a problem-based approach for technology integration, and explore the technology facilitation standards delineated jointly by NCATE-ISTE. Constructivist learning theory occupies a key position in developing the kinds of new learning environments that technology integration dramatically supports. Grant recipients will be encouraged at all levels to ground their individual professional development programs in sound learning theory.

Internet Safety

In accord with Section 2441 of No Child Left Behind, a requirement of receiving EdTech funds is evidence of compliance to the Children's Internet Protection Act (CIPA). Therefore, applicant LEAs must provide Tennessee Office of Applied School Technology (OAST) with a copy of their CIPA certificate as proof that schools have adopted and are enforcing Internet safety policies, including Internet filtering.

The requirement for the CIPA certificate can be met by either:

1. a copy of the Form 479 submitted to the Tennessee Department of Education for the e-rate Internet services for funding year beginning July 1, 2002; or

2. a separate certification from the LEA or its school board certifying that it:
   - has an internet safety policy in place that includes the operation of a technology protection measure on all computers with Internet access that protects against access through those computers to visual depictions delineated in § 2441; and
   - is enforcing the operation of the technology protection measure during any use of such computers.

Orientation Session

An orientation session will be conducted to answer questions regarding the purpose of the grant and the application process. All school system Directors of Schools and system technology contacts will be notified of the meeting through the list-serve process. It is expected that any serious applicant for an EdTech Competitive Grant Award will attend an orientation meeting scheduled beginning the week of October 28, 2002 (or as soon thereafter as feasible). The orientation session will discuss the EdTech Grant Application. Directors of Schools, Supervisors, Technology Coordinators, Principals, and building level technology leaders comprise the appropriate audience.

EdTech LAUNCH Grant Program Design

Background: Pilot Year

In 2001-2002, Tennessee utilized its final year of federal TLCF competitive grant funding to fund twenty-six individual pilot schools throughout the state. The schools represented all grade levels. Both urban and rural schools were part of the pilot program.

The purpose for funding a pilot was to establish a yearlong intensive professional development program in a variety of schools in order to determine whether technology integration could be accomplished by an entire faculty over the course of a program year. The premise of the program was based on reports of technology impact, observations of schools with only small pockets of effective technology integration, and the experience of repeated "technology in-service" requests that constantly re-plowed the same territory with little evidence of lasting effect. This evidence suggested that how much or how little "technology" a school had was not the crucial factor in whether or not it was effectively used in the classroom. Rather, the actual effective use of the equipment for classroom teaching (and student learning) depended on the teachers' understanding of, and practiced experience with, ways to incorporate technology elements into their standards-based content lessons. Some facility in using equipment was necessary, but not the critical factor.

TLCF pilot grant funds were also used to augment and upgrade the existing technology installations in the schools. Technology cannot be used if it is not available. However, the true focus of the pilot program was on determining ways to engage all teachers in meaningful classroom use of technology as part of the ordinary, everyday classroom teaching and learning experience for children. Preeminently, the TLCF2001 grants were professional development grants.

Each pilot school's professional development program was custom designed at the school level and eschewed pre-packaged products that left the teacher out of the creative process. The program had to involve every teacher. A full-time technology coach was established in each school to serve as the lead person who worked directly with teachers in learning to integrate technology into whatever standards-based content their curriculum entailed. The program was expected to touch every child in every classroom.

According to the report filed by the external evaluators whose findings were based on in-school observations, surveys, interviews and benchmarks, the pilot program, as a whole, demonstrated remarkable success. "Coaches, principals, and most critically, teachers all perceived the program as highly beneficial for providing needed professional development, significantly upgrading technology resources, and positively changing classroom instruction." (Ross, p. 78) The effects of the professional development program were actually seen in classroom practice. Observations at the end of the program showed strategies using significantly more project-based learning, independent inquiry, and students as producers of knowledge. The children were the ultimate beneficiaries of this shift to a more engaged classroom learning model.

The external evaluation report did, however, find areas where the pilot program design was not optimal. A single year was not deemed sufficient to create the strong structures and communities of practice that are needed to guarantee sustainability. (Those pilot schools earning bonus awards do have the funding capacity to continue the professional development program for another year.) In addition, data from both teacher and coach interviews revealed that the issue of technical support was not sufficiently addressed in the pilot design.

Study of the TLCF coach journals and assessment reports supports an important emerging theme: TIME is a critical element for success of any intensive professional development program. While the researchers observed that macro-time was not sufficient, one strength of the programs developed at the individual school level was the discovery of ways to weave micro-time units into the program. Adapting teaching methods with new technologies is very time-consuming. The project design allowed participants to both create and pay for the extra time.

Beyond the benefits to the individual pilot school and its children, the program provided an additional systemic value to the state as a whole: Schools and teachers now experienced with technology integration are available to mentor others engaged in or embarking upon a similar process. Those who want help in positively changing

classroom instruction with technology can pre-screen these sites by studying their journal accounts. See http://www.state.tn.us/education/tlcfpilotschools.htm. Some pilot schools may be available to serve in a mentoring capacity to new grant recipients. In calling upon their own wisdom of practice while assisting other schools, the original pilots will themselves be challenged to sustain and expand the benefits of their own pilot program year.

LAUNCH

When the TLCF2001 Pilot program was initiated, the future of federal funding for state level technology grants was as yet uncertain. But the new No Child Left Behind education bill removed that uncertainty. Thus Tennessee does now have federal funds to award in competitive technology grants, under the terms of the Enhancing Education Through Technology section of the law. It is time to launch the results of the pilot year into a new phase. This EdTech LAUNCH program will provide grant recipients the opportunity to **L**ead **A**ll **U**sers to **N**ew, **C**hallenging, **H**eights in student learning with technology.

At the present time, the state has little data to use to determine the extent to which teachers statewide are effectively using technology for more authentic and engaged student learning. In fact, the data are not collected to even determine the extent to which technology is present in classrooms. Other local-option states share this same dilemma. The state does know that many teachers in many schools do use the internet, and network traffic reports can be used to substantiate the demand.

To redress these issues and to more properly inform decision makers with relevant data, beginning with the 2002-2003 academic year, the state will also initiate an online data collection process (E-TOTE). Complete system-wide timely school level participation in this data collection process will be a prerequisite for any LEA filing EdTech competitive applications and will also be a requirement for subsequent local consolidated applications for EdTech formula funding.

The highly significant outcomes in the TLCF pilot teacher technology questionnaires suggest that the professional development succeeded in part because it met a previously unmet or insufficiently met professional development need. It seems logical to extrapolate this suggestion to a state-wide scale. In so doing, just as teachers in these schools needed the opportunity for intensive, on-going, sustained professional development, so do teachers statewide.

The EdTech LAUNCH program is therefore designed to capitalize on the best features of the pilot program. The first LAUNCH program will fund a series of schools in a manner similar to the pilot program. A second launch will follow for a second series of schools. The combination of the pilot schools and the two additional launches will form nuclear potential for establishing centers throughout the state that make it easier for all schools to be near a technology orbit center. In time for the third year of the federal funding for the competitive EdTech grants, the state will decide whether an additional launch is needed or whether collaborative orbit centers can be competitively funded to serve wider groups of schools. Many states utilize such a regional model, utilizing federal technology grants to fund these collaborative enterprises that serve an entire region's local education agencies. The ORBIT grants would **O**rchestrate **R**egional **B**ases for **I**ntegrating **T**echnology.

LAUNCH Program Components (Required)

1. Focus on improving student learning in key academic content areas, including technology literacy
2. A rigorous professional development program designed and implemented at the school building level requiring participation of all full-time teaching faculty. (The focus of the professional development program must be the effective integration of the use of technology in each teacher's everyday, ordinary teaching and learning environment and may not be dominated by the routine use of drill and practice, integrated learning systems, or on-line student assessment mechanisms.)
3. The services of a full-time technology coach responsible for the design, implementation, and delivery of the on-going professional development program; working directly with teachers; and overall program administration.
4. Production and publication of technology integration examples of best teaching practice.
5. Use of reflective practice techniques promoting continuous improvement and deepened program impact.
6. System guarantee of adequate technical support for grant recipient.
7. In all key academic areas, in each grade, generation of authentic assessment products that require student use of technology in grade-appropriate ways that contribute to each child's technology literacy portfolio.

8. Systemic collaboration, where possible, with a pilot school in serving a mentorship role.
9. System guarantee to sustain the program by providing technology coach at district expense, full-time for the year following the grant and part-time for one year thereafter.
10. Other program components as specified below in **Product Requirements from EdTech LAUNCH Grantees.**

The initial LAUNCH schools will be funded for the remainder of the 2002-2003 academic year, the summer that follows, the entire 2003-2004 academic year, and the summer preceding the 2004-2005 academic year.

Orbit

The state's annual technology investment currently holds firm just inside the door of universal internet access, but there are few, if any, statewide instructional technology initiatives funded by state dollars. Thus, the challenge to program managers of the federal technology funds is to find ways for the federally funded competitive grants to support building an infrastructure that has the capacity to go beyond benefits to an individual grant recipient.

Given that the intensive site-developed professional development programs designed with TLCF2001 pilot school funds are being launched more widely with the EdTech funds, the question to face is whether those few funded schools will be the sole beneficiaries of these efforts. During the LAUNCH programs, the mentor relationships will be observed to determine what characteristics mark successful collaborations. Successful mentoring relationships will generate insights and practice-based strategies for LAUNCH teachers who observe and collaborate with fellow teachers from a Pilot mentor school. Mentoring provides booster fuel to LAUNCH sites. Working with a pilot coach, a new LAUNCH coach will have resources tested by experience from which to draw. The mutually beneficial relationship will, it is expected, point to patterns that are worth adopting in a more widespread manner.

Building on the success of the developing collaborative endeavor, the next direction for use of the competitive federal funds will be to consider funding ORBIT centers. The ORBIT center, as conceptualized at this point, is a collaborative enterprise between local education agencies within proximity of each other. At least one of the LEAs would have had a Pilot or LAUNCH site. The partnerships would establish regional bases for professional development in integrating technology, funded during start-up by competitive awards and sustained thereafter by local contributions or other grants.

Technology in and of itself does not solve the problems of education. The more teachers and administrators grapple with how people learn, the more it becomes clear that deep understanding requires engaged learners. Engaging learners involves the design of instructional environments and the use of strategies that involve each child in thinking and problem solving. Thinking and problem solving necessitate access to usable knowledge.

Technology can play a vital role in this complex challenge… but only if classroom teachers have opportunity for experience in using the tools in practical ways that can be used in everyday classroom experience with the children.

If we are mandated by law to show that all children are technologically literate by the end of eighth grade, then it is urgent that we make every effort to incorporate technology into every level of classroom learning. Technology literacy is in evidence when our children, and our teachers, are using its tools as part of their everyday learning challenges. The pilot program set out to explore ways to help this happen. LAUNCH extends the reach further throughout the state. And ORBIT will provide regional access to all teachers so that all children may benefit from the affordances of technology in education. Technology will not guarantee higher test scores. But the creative teacher who engages all children in a journey toward deep understanding will find that technology is a tool that supports stratospheric flights unimagined in prior earth-bound days.

Partnerships with Mentors

For the EdTech competitive grants, the state's primary strategy to encourage partnerships is to encourage applicants to consider a mentoring relationship with a TLCF2001 Pilot school. Prospective applicants are encouraged to study the progress journals of the pilot schools to identify their successful strategies to incorporate into their own applications. Applicants are encouraged to evaluate the potential of various pilots and to consider them for a mentoring relationship.

Applicants that incorporate a mentor's services into their implementation strategy must complete the Request for Mentor Service (Form 10) as part of the application package. The state will review pilot schools applications to serve in mentorship roles. These applicants will delineate the pilot school's own mentoring proposal. Upon the award of the competitive grants, the state will match mentor applications to grantees. The parties will then negotiate specific details.

Product Requirement from EdTech LAUNCH Grantees

Student Technology Portfolio Constructs

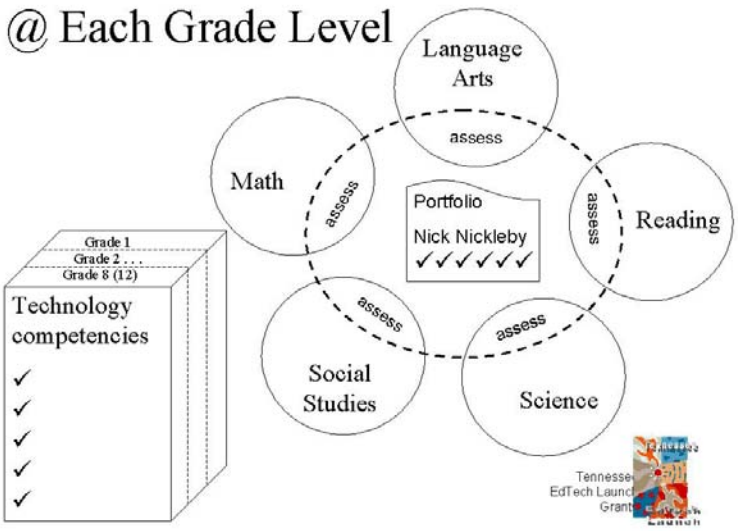
During the course of the grant, the teachers in EdTech LAUNCH schools will generate certain products that will also serve all Tennessee schools. The product requirement for EdTech LAUNCH grantees is related to the mandate that all children be technologically literate by the time they leave the eighth grade.

The mandate that all children be technologically literate by the time they leave the eighth grade is a new element in the federal education legislation. To date, Tennessee does not include technology literacy as part of its annual student assessment program. At present, states are given some latitude in the manner in which they ascertain the degree of student technology literacy.

Since Tennessee does not include technology literacy in its assessment program, and since technology is best regarded as a tool rather than an end in itself, Tennessee has represented to the federal government that it will recommend the use of authentic assessment methods such as portfolios as its approach to assess student technology literacy. Through the LAUNCH grant program, the state will collect sample portfolio constructs that can serve school principals statewide in gathering necessary data for reporting technology literacy results. The constructs can be used by content area teachers state-wide.

Using the state's curriculum frameworks for technology, the each LAUNCH grantee will produce samples for grade-appropriate portfolio assessment measures for technology literacy. The samples shall be for every grade served at the school, and in every core academic area. Since technology is not strictly considered an end in itself, the demonstration of technology literacy is to be embedded within the context of specific core academic content areas.

Thus, a school will prepare the constructs for sample portfolio entries that serve as authentic assessment measures for each of the core academic content areas. In assessing the student's content mastery, one of the measures the teacher will utilize will involve the student's use of technology in a grade-appropriate manner. At the student level, these artifacts will be part of a personalized technology portfolio that follows the student through (and beyond) the eighth grade.



Through the constructs created through the program, each child in the LAUNCH school will begin to build his own technology portfolio that will grow with him throughout his education. The entire school will produce a collection of technology literacy portfolio constructs in a form readily available to other teachers in other schools. Since the core academic content area provides the context for the technology portfolio entry, the entries in the collection must provide the classroom context out of which the portfolio entry was generated. A school's production shall cover each grade level, in each content area. The school will generate rubrics appropriate for assessing the technology literacy based upon the student portfolio. Thus, each student's portfolio shall necessarily contain several entries for the year.

The state will compile these student technology literacy assessment constructs for availability statewide.

Best Practice

All successful programs incorporate ongoing formative assessment processes that give the participants opportunity to evaluate and modify the program as it progresses. LAUNCH grant recipients will identify examples of classroom practice that illustrate the best of technology integration in the school. To determine what is "best" practice, the faculty at the grant school must engage in reflective analysis of their own output and establish their own standards of excellence. This analytical practice is, in and of itself, a formative assessment process and will be useful as the faculty becomes more adept in articulating what effective technology integration "looks like."

Grant participants will therefore produce best practice examples that can be used as models with other schools interested in investigating effective technology integration. It is necessary that the whole school professional learning community will undertake the definition and jury process. The products will be presented by the grantee mid-point and at grant end. Samples and a standard format may be provided to grant recipients.

Reflective Journal

As part of the program-wide ongoing formative assessment, the technology coach will be expected to keep a weekly reflective journal from the grant award date through the conclusion of the grant program. The journal is a vehicle that the coach will use to revisit essential questions about program design, progress, and challenges. The technology coach job is a new venture for the teacher serving in this capacity. Having the advice of a mentor coach will certainly assist the coach, but it will still be new territory. To keep the journey from being haphazard, the coach must make sure that the instruction offered to fellow teachers is purposeful. To keep the coaching on track, regular reflective practice is critical. Prompts for the journal entries will be provided and the entries will be expected to adhere to those prompts.

While the Pilot school coaches were required to publish their reflective journals on-line, the coaches in the Launch schools will only be required to submit the journals electronically to the program director. The journals will be scribed on a weekly basis and submitted once each month. Should the Launch school wish to publish the journals, they are certainly encouraged to do so.

Web Site: Recommended

Each EdTech Launch school would do well to consider developing its own web site for the purposes of publicizing its grant activity, communicating with parents about how technology is being used in their children's education, and in developing its own on-line professional development community. Teachers in grant schools having a website will also find the web site a useful vehicle for access to classroom-related materials. However, the program administrators recognize that not all schools or systems may be in a position to host a web site. Therefore, while the grant recommends the use of a school web site, this will not be a requirement. (Alternative methods of web-based communication with fellow grant recipients will be investigated by the program administrators in conjunction with the ATEC, the regional technology education consortium which serves Tennessee.)

Minimal Program Application Components

Listed below are minimal components to be considered for applying for an EdTech LAUNCH 1 grant:

Each LEA will:

- Ensure that each school in the district completes the OnTarget EdTech Technology Inventory and Evaluation System (which includes the campus level STaR chart) on deadline. This applies to ALL of the schools (not just the EdTech Launch applicants.)
- Identify not more than four schools that will be EdTech LAUNCH school applicants and submit the electronic notification of Intent to Apply
- Select an appropriate certified teacher to serve as the technology coach in the applicant school in a full-time capacity for the entire duration of the grant program
- Send the LAUNCH principal and coach to a one day grant orientation session in Nashville (to be scheduled after grant awards are announced)
- Enroll the LAUNCH principal(s) in the Institute for School Leadership (offered through a collaboration of the Department of Education and Vanderbilt University, funded through a grant from the Bill and Melinda Gates Foundation)
- Send a two-person team (coach and school library media specialist) from each LAUNCH grant recipient to a specified 2-day professional development workshop during the spring of 2003 and to subsequently scheduled sessions held not more often than monthly
- Provide technical support to the grantee school in a timely fashion
- Ensure that the LAUNCH school principal administratively supports the scheduling of the professional development program
- Sustain the program by providing the technology coach, at district expense, for one year full-time and a second year part-time after the completion of the grant
- Engage the district curriculum supervisor in working with LAUNCH school to build awareness of systemic change potential that goes beyond the individual LAUNCH school.

The EdTech LAUNCH grantee school will

- Produce and publish Technology Integration Examples of Best Teaching Practice
- Generate authentic assessment constructs for grade-appropriate technology literacy embedded in each core academic content area
- Engage each classroom teacher in a job-embedded professional development program designed to advance his own technology literacy and his practice of using technology in everyday teaching and learning

The EdTech LAUNCH technology coach will

- Plan and provide professional development that spans the full-academic year, including the summer intersessions where feasible
- Assist teachers in implementing new instructional strategies through planning, observation, co-teaching and coaching
- Design, schedule, and provide professional development for the whole faculty in small study groups
- Produce weekly formative assessments in the form of reflective journal entries
- Submit each month's journal collection electronically to the person(s) designated by the grant administrator. (LAUNCH schools are not required to publish the reflective journal entries on-line.)
- Participate in state-provided workshops designed for technology coaches

Section 3. Works Cited, Resources

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Section 4. APPLICATION PROCEDURE

Letter of Intent

Before the Department of Education will accept a proposal for an EDTECH competitive grant, applicant LEAs must complete and submit electronically a *Letter of Intent*. The submission form is available for download at **http://www.state.tn.us/education/acctedtech3.htm.** All items on the Letter of Intent must be completed in full. Letters of Intent will be accepted via electronic email submission only, and must be submitted by **4:00 p.m. CST, Monday, December 2, 2002, 4:00 p.m. CST**.

Application Deadline

Applications will be submitted by paper with an electronic copy included on disk or CD. Applications requesting funding must be submitted to Office of Applied School Technology (OAST) by **4:00 p.m. CST, Monday, February 17, 2003**. Only mailed or hand-delivered submissions will be accepted.

Applications will not be accepted via fax. Mail the signed, original documents to:

Tennessee Department of Education
Attn: Jerry Bates
6th Floor, Andrew Johnson Tower
710 James Robertson Parkway
Nashville, TN 37243

The requirements of the application are detailed in this application packet and copies of all necessary forms are included in the forms packet. The Excel budget form must be downloaded separately.

Application Components

An EdTech Competitive Grant application is complete only when it contains items referenced below:

1. A floppy disk or CD-ROM (machine readable by Windows operating system) containing RTF, PDF, or Word document format copies of each of the forms delineated below; Excel (xls) format for budget document.
2. ONE original and THREE copies of Documents printed on plain white paper to be mailed:
   - Application Cover Sheet (Form 2) with ALL requested information. Plainly mark the cover sheet of the ORIGINAL set with the word ORIGINAL in the upper left corner.
   - Assurances (Form 3) with authorized signatures signed in blue ink.
   - Project Executive Summary (Abstract and Contextual Background) (Form 4) which provides a brief description of the project and brief background information on the applicant.
   - Accountability Measures/Evaluation (Form 5) which defines what the applicant proposes to achieve and how that will be measured.
   - Strategies Chart (Form 6) which describes specific strategies and actions to achieve the goals and performance targets
   - Description of Technologies to be Acquired (Form 7) which identifies specific technologies to be acquired, narrative justification for each, and cost of items; includes interoperability provisions.
   - Convergence of Resources and Involvement of Non-Publics (Form 8) which describes coordinated activities provided through other funding sources and the manner in which non-publics have been involved in the design, development, and implementation of grant activities.
   - Request for Mentor (Form 9) indicates desire for mentor service and describes the manner and budget for working with the mentor school..
   - District Technology Plan Options (Form 10) indicating district technology plan option - If Option 1 or 2 is selected, mail one full copy of district's updated technology plan to OAST under separate cover. If Option 3 is selected, provide a complete timeline to identify major tasks and associated dates leading to the development of a new technology plan. Submit the work plan with the grant application.
   - Checklist - State Review: CRITERIA for EdTech LAUNCH Grant Application Checklist (Form 11).
   - Budget Summary and Budget Detail (40102) – List of Property Purchased with Project Funds.

Review Process

The reviewers will screen in a timely manner all proposals submitted to the grant director. The department will employ a review procedure that is based on an evaluation of the written proposals using the criteria delineated on Form 11.

Note: The Department of Education may reject applications that do not conform to the requirements of the Request for Applications. Applications may be rejected for reasons that include, but are not limited to, the following:

- application is incomplete or contains irregularities that make the application indefinite, ambiguous, or unreadable;
- application is not submitted by deadline;
- application packet is assembled out of order or does not include required number of copies;
- authorized representative of the applicant has not signed the application;
- application contains false or misleading statements or references; or
- application does not meet all minimum technical requirements of the Request for Application

Statewide Evaluation

To be considered for an EDTECH LAUNCH 1 grant, applicants must have completed all required district and/or school technology surveys.

All EDTECH LAUNCH grant awardees are required to participate in statewide evaluation efforts related to the technology initiatives implemented in the 2002-2003 year.

LEAs having EDTECH LAUNCH applicants must allow the state to select and involve non-grant schools for project evaluation comparison purposes.

Approved applicants will be required to complete and submit surveys including but not necessarily limited to:
End of the Year Report - should reflect how districts obtained their goals and target indicators that were established in the grant application.

Timeline

c. October 25, 2002	Announcement and Dissemination of Request for Application
October 28 ff, 2002	Regional Orientation Meetings
December 2, 2002	Deadline for electronic submission of Letters of Intent
February 17, 2003	Application Deadline
February-March, 2003	Proposal Reviews
Mid-March 2003	Announcement of Awards
April 14, 2003 (tentative)	Orientation session for principals and coaches
April 22 ff, 2003 (tentative)	Workshops for Coaches and School Library Media Specialists
September 30, 2004	End of Grant Funded Period
SY 2004-2005	System funds full-time technology coach
SY 2005-2006	System funds part-time technology coach

Section 5. Guidelines for Completing Application Components

Electronic Notification of Intent (Form 1)

The LEA submits only ONE Electronic Notification of Intent. On this form, complete all information requested. Identify by name and school number not more than four (4) schools from whom separate applications are going to be submitted. It is critical that the Director of Schools approve this document before it is submitted. Entries using invalid email address will not be processed. Due 4 p.m. CST, Monday, December 2, 2002.

Complete the remaining forms for <u>each</u> of the applications subsequently submitted.

Cover Sheet and Assurances (Forms 2 & 3)

Complete all information on the *Cover Sheet* (Form 2). The district Director of Schools should identify one person to serve as the main Project Coordinator and name that person on the *Cover Sheet*. The Project Coordinator will serve as the liaison between the district and the Tennessee Department of Education for contract and financial matters.

Please note that the district Director of Schools, the principal of the targeted school, and the Project Coordinator must each have a separate, valid, and regularly checked e-mail address, and these e-mail addresses must be provided on Form 2. *E-mail will be the main vehicle for communication with all awardees. Awardees will receive award notifications via email only.*

The Director of Schools must sign the Assurances page (Form 3) in <u>blue ink</u> after reading the assurances to which the signature signifies agreement.

Executive Summary & Contextual Background (Form 4)

The Executive Summary, *not to exceed 250 words,* is an overview of the application. It should concisely summarize the more detailed information presented in the proposal - a brief description of the project, goals, and expected outcomes.

The Contextual Background, *not to exceed 250 words,* should assist the reviewer in understanding the context for your proposal. It should speak to the needs of the applicant's district/school and the resources currently available to support the work of the proposal. The applicant should also include what has been previously accomplished with technology grant funding and demonstrates effective and successful use of previous technology awards.

Accountability Measures (Form 5)

The applicant must provide a detailed description of the process and accountability measures that will be used to evaluate the extent to which activities funded under this subpart are effective in integrating technology into curricula and instruction, increasing the ability of teachers to teach, and enabling students to meet challenging state academic content and student academic achievement standards.

The Project Accountability Measures/Evaluation chart, Form 5, must be completed and must define what the applicant proposes to achieve <u>and</u> measure if funds are awarded for the proposal. The *Enhancing Education through Technology* (EDTECH) program, of the *No Child Left Behind* legislation, identifies specific performance goals for districts receiving funds through EDTECH. The EDTECH goals reflect overall statements of expectations arising from the purposes of the *No Child Left Behind* legislation. Each district and/or school applying for a proposal shall adopt these goals:

1. Student achievement, including technology literacy, of all students is improved through the use of technology.
2. Teachers effectively use technology and research-based practices to support student learning.
3. Technology is integrated throughout the curriculum.

Districts and schools are to use performance indicators to measure their progress in meeting performance goals. Along with requiring schools/districts to adopt the three key performance goals identified above, the Department

requires each district to adopt, at a minimum, (a) the Department's core set of performance indicators for these three performance goals and (b) additional performance indicators that are appropriate to the particular program and district. It is expected that for each performance goal a minimum of three distinct performance indicators will be identified. The performance indicators should be linked to the grant applicant's LAUNCH program design.

As an example related to the first performance goal, "Student achievement, including technology literacy, of all students is improved through the use of technology," the department requires all applicant districts to use the following indicator:

> *Performance Indicator 1.1: The percentage of students that meet or exceed grade appropriate state standards for student literacy in technology.*
>
> For each performance indicator, the school must provide a specific Performance Target that defines the progress a school expects to make at specified points in time with respect to each indicator. For example, for performance indicator 1.1, the school might adopt as a target: *The percentage of students that meet or exceed grade appropriate state standards for student literacy in technology will increase from "x" percent in 2001-2002, to "y" percent in 2002-2003, to "z" percent in 2003-2004.*

While each school is required to adopt the core goals and performance indicators that the department has established, the district will define and adopt its own performance targets.

Finally, the accountability system must provide for appropriate collection of data that will explain how well districts are succeeding in meeting their performance targets. Schools will describe the timelines and benchmarks for securing these data, as well as the data sources. Schools must also provide "baseline data" in the context of the defined performance target; that is, for each performance target, a number must be provided for the baseline year.

In short, the project Accountability Measures/Evaluation Chart (Form 5) provides the entire context for the remainder of the application. Performance goals, performance indicators, and performance targets must drive all proposed strategies and activities.

The Accountability Measures/Evaluation Chart (Form 5) provides charts for each the three required performance goals together with the template for the initial performance target for each. A fourth chart is provided to use for other performance goals the applicant may declare. Overextending with numerous goals is not advised.

Strategies (Form 6)

The Strategies form (Form 6) identifies the "how" and the "what" of the proposal. In this section of the application, the applicant must identify the specific actions and strategies that will be implemented to reach the performance goals. In addition to targeting performance goals, the identified actions and strategies should (1) reflect the district's overall strategic plan for technology, (2) speak to strategies required by the EDTECH legislation, and (3) address the minimal components defined for the competitive award being sought.

For each area below, describe what activities and actions will be employed within the context of the grant proposal. Applicant must address each strategy area – access to computers, professional development, student achievement, integration of technology, and parental involvement in the context of the competitive award being sought.

1. ***Strategies to increase access to computers and internet connectivity***
   In this section, describe what the district will do to assure that the appropriate level of computers and connectivity is available in the school and its classrooms to accomplish the goals of the proposal. At a minimum, these actions should speak to how school and classroom connectivity will be improved, how the number of computers available in actual instructional classrooms will be improved, and how the applicant will use funds under this grant to help ensure that students in high-poverty and high-needs schools have access to technology.

2. ***Strategies to provide ongoing professional development for teachers, principals, administrators, school library personnel***
   In this section, identify the comprehensive professional development program that will support the proposal and further effective use of technology in the classroom or library media center, including the manner in which the professional development will be arranged and job-embedded. Include a list of any entities that will be involved in providing ongoing, sustained professional development. In particular, the applicant should describe how state professional development initiatives (e.g. mentoring relationship with TLCF2001 pilot schools, Gates Leadership grants) will be utilized and to what extent. When applicable, identify and rationalize who will participate in which technology meetings, conferences, or online professional development.

   Note: a recipient shall use not less than 40% of competitive EDTECH funds to provide ongoing, sustained, and intensive high-quality professional development.

3. ***Strategies to improve student achievement, including technology literacy***
   In this section, spell out the actions (e.g. teaching practices, instructional strategies, curricula materials, etc.) that will be implemented to increase student achievement and technology literacy through the effective use of technology. Include in this section the organizational process map you will use to build grade appropriate student technology portfolio samples generated as authentic assessment instruments for core content. Also include in this discussion the identification of ways that the applicant will (a) further implement the Tennessee K-12 Educational Technology Guidelines, (b) institute high school courses available in the Tennessee K-12 Computer Education Course of Study, (c) capitalize on the potential of distance learning to meet the curriculum needs of students, particularly for those areas that would not otherwise have access to such courses and curricula due to geographical isolation or insufficient resources, or (d) increase student access to Advanced Placement courses through technology might [where applicable to the applicant school].

4. ***Strategies to ensure integration of technology into curriculum and instruction***
   In this section, describe how you will identify and promote curricula and teaching strategies that integrate technology (including software and other electronically delivered learning materials) effectively into curricula and instruction, and a timeline for such integration. As in previous sections, the applicant should identify ways that state resources (e.g. mentoring by TLCF2001 pilot schools, ARC reading professional development, TEL, MarcoPolo, REA grant) and other resources will be utilized. Identify the ways in which you will prepare and compensate at least one teacher in the school as technology coach, and how you will provide the coach with the means to serve as an expert and train other teachers in the effective use of technology in the school.

5. ***Strategies to ensure the effective use of technology to promote parental involvement and increase communication with parents***
   In this section, include a description of how the applicant will ensure the effective use of technology to promote parental involvement and increase communication with parents, including a description of how parents will be informed of the technology being applied in their child's education. Applicants can explore ways that technology can develop or expand efforts to connect schools and teachers with parents and students to promote meaningful parental involvement, to foster increased communication about curricula, assignments, and assessments between students, parents, and teacher.

Description of Technologies to be Acquired (Form 7)

On Form 7, the applicant should provide a complete list and description of the type and costs of technologies to be acquired under this application, including salaries, services, software, and digital curricula, and including specific provisions for interoperability among components of technologies. Include with each description a brief narrative justification explaining why the item needs to be acquired.

Reviewers will carefully examine all the budget materials to assess whether the budget is appropriate to the tasks proposed in the Strategies section of the application. The budget must be reasonable for the tasks proposed, and the relationship of items in the budget to the Accountability Measures and Strategies must be clearly evident. Clarity

and cost-effectiveness of the budget are factors the reviewers will consider when evaluating the feasibility of a project. In the budget narrative, you will want to discuss any budget items that may appear unusual.

Convergence of Resources & Involvement of Non-Publics (Form 8)

Convergence of Resources: Provide a description, approximately 250 words, of how you will coordinate activities carried out with funds provided under this grant with technology-related activities carried out with funds available under other Federal, State, and local sources. Include a description of support resources (such as services, software, other electronically delivered learning materials, and print resources) that will be acquired to ensure successful and effective uses of technology. Specify how and to what extent the district's formula funds granted under Title II D will be used in support of this grant application.

Involvement of Non-Publics: Federal legislation requires that LEAs and eligible local entities engage in timely and meaningful consultation with appropriate private school officials during the design and development of programs and continue the consultation throughout the implementation of these programs. LEAs and local entities must provide, on an equitable basis, special educational services or other benefits that address the needs under the EDTECH program of children, teachers, and other educational personnel in private schools in areas served by the LEAs and local entities.

In this section, the applicant must identify, in approximately 200 words, (a) the private schools in the areas served by the applicant, (b) the type and extent of consultation that took place during the design and development of this proposed program, and (c) the type and extent of collaboration that will occur during the implementation of the proposal.

Request for Mentor Service (Form 9)

Any school applying for an EdTech Launch grant may request that a TLCF2001 pilot school provide mentoring service during the grant funded year. Use Form 9 to indicate whether or not the applicant requests this service. Requesting mentor service does not guarantee that a mentor will be assigned to the applicant school.

If mentoring service is requested, present an outline of recommended scope of services that the mentor would be requested to provide and indicate the amount of financial award you could make available for mentor service. After reviewing the TLCF pilot programs (accessible online through their web pages indexed at www.state.tn.us/education/tlcfpilotschools.htm), you may identify the top three preferences so long as you also provide the rationale for each preference.

Technology Plan Options Sheet (Form 10)

Each eligible applicant must have a new long-range strategic educational technology plan that is consistent with the requirements of the Enhancing Education Through Technology act and (once adopted) the statewide technology plan. A state-certified technology plan must be on file with the Tennessee Office of Applied School Technology (OAST) on or before April 30, 2003.

The Technology Plan Options form (Form 9) is provided to indicate the option that best fits the phase of your technology plan development.

- If Option 1 is selected, the applicant must mail one complete copy of its LEA-approved revised technology plan to the Tennessee Office of Applied School Technology on or before the electronic letter of intent to submit application deadline. The applicant must also submit an "Alignment to Federal Requirements" cross reference document.
- Selecting Option 2 requires the district plan development follow the prescribed District Technology Plan template and be approved by the LEA School Board prior to submitting grant application to OAST; the applicant must mail one complete copy of its LEA-approved revised technology plan on or before application deadline.
- Option 3 indicates that the development of the district technology plan will be included as a part of the EDTECH activities and will be a condition of that award. Systems must include a detailed work plan with a timeline as to process and specifics for revising the district technology plan with the grant application.

A one-day district technology-planning workshop may be offered in the spring to assist systems with the task of developing new technology plans. The new plan must follow the template, be approved by the LEA board, and be submitted to OAST prior to April 30, 2003 for state certification.

State Review: Criteria for EdTech Competitive Grant Application (Form 11)

Applicants are required to include the *STATE REVIEW: Criteria for Enhancing Education Through Technology Competitive Grant Application (Form 11)* as part of the application packet. Applicants should carefully review each area identified on the checklist. Review teams will use the checklist during the review process.

Proposed Grant Budget Summary and Detail

A *Proposed Grant Budget* must be completed. School systems and schools whose proposals are approved for funding by the Department of Education may be required to submit a revised budget after final approval. The Department of Education must approve final budgets before any grant funds are released for disbursement.

All EDTECH monies awarded for academic years 2002-2004 must be expended by September 30, 2004.

To complete the budget for the grant application, download the Excel workbook from the Competitive Grant webpage (http://www.state.tn.us/education/acctedtech3.htm). The budget workbook contains a budget sheet and a detail sheet. Complete both. Take care not to damage the formulas established to calculate the totals where applicable. Insert both the printed Budget and the Detail pages in your grant application package. Include the Excel file on the disk you submit with your application.

For each hardware and software purchase, the budget narrative justification (Form 7) should provide specific information as to what items are being purchased (item cost, vendor, model/name, etc.)

For reference purposes, copies of the grant budget summary and detail pages are supplied in the Appendices. However, DO NOT complete the budget using a word processor. Download the Excel spreadsheet forms and use them to submit the budget figures.

NOTE that the sample demonstrates that certain budget categories DO NOT APPLY for the EdTech LAUNCH grant application.

Section 6. APPENDICES

APPENDIX A - Work Plan for Revising Technology Plan

Work Plan for Revising Technology Plan

Provide a detailed work plan with timelines as to process and specifics for revising district technology plan.

Activity	Timeline	Responsible Person(s)

APPENDIX B - U.S. Census Poverty Data by District

(**BOLD** columns determine eligibility)

Tennessee School District Name	Tot POP	**Tot POV 5-17**	Tot POP 5-17	**% POV 5-17**
ALAMO CITY SCHOOL DISTRICT	2,560	**83**	255	**32.55%**
ALCOA CITY SCHOOL DISTRICT	9,991	**303**	1,474	**20.56%**
ANDERSON COUNTY SCHOOL DISTRICT	45,502	**1,302**	7,021	**18.54%**
ATHENS CITY ELEMENTARY SCHOOL DISTRICT	13,356	**487**	1,873	**26.00%**
BEDFORD COUNTY SCHOOL DISTRICT	34,528	**956**	6,384	**14.97%**
BELLS CITY SCHOOL DISTRICT	1,740	**30**	158	**18.99%**
BENTON COUNTY SCHOOL DISTRICT	16,291	**580**	2,722	**21.31%**
BLEDSOE COUNTY SCHOOL DISTRICT	10,762	**446**	1,932	**23.08%**
BLOUNT COUNTY SCHOOL DISTRICT	67,955	**1,485**	11,631	**12.77%**
BRADFORD SPECIAL SCHOOL DISTRICT	3,573	**102**	655	**15.57%**
BRADLEY COUNTY SCHOOL DISTRICT	47,028	**1,035**	8,883	**11.65%**
BRISTOL CITY SCHOOL DISTRICT	26,162	**487**	3,868	**12.59%**
CAMPBELL COUNTY SCHOOL DISTRICT	38,163	**1,881**	7,148	**26.32%**
CANNON COUNTY SCHOOL DISTRICT	12,146	**351**	2,229	**15.75%**
CARTER COUNTY SCHOOL DISTRICT	40,025	**1,356**	6,561	**20.67%**
CHEATHAM COUNTY SCHOOL DISTRICT	35,257	**752**	6,994	**10.75%**
CHESTER COUNTY SCHOOL DISTRICT	14,677	**440**	2,539	**17.33%**
CLAIBORNE COUNTY SCHOOL DISTRICT	29,504	**1,411**	5,562	**25.37%**
CLAY COUNTY SCHOOL DISTRICT	7,273	**324**	1,269	**25.53%**
CLEVELAND CITY SCHOOL DISTRICT	36,342	**1,092**	5,666	**19.27%**
CLINTON CITY ELEMENTARY SCHOOL DISTRICT	9,474	**163**	958	**17.01%**
COCKE COUNTY SCHOOL DISTRICT	32,102	**1,210**	4,659	**25.97%**
COFFEE COUNTY SCHOOL DISTRICT	28,479	**604**	3,845	**15.71%**
COVINGTON CITY ELEMENTARY SCHOOL DISTRICT	9,467	**563**	1,649	**34.14%**
CROCKETT COUNTY SCHOOL DISTRICT	14,040	**348**	2,147	**16.21%**
CUMBERLAND COUNTY SCHOOL DISTRICT	44,144	**1,448**	7,203	**20.10%**
DAYTON CITY ELEMENTARY SCHOOL DISTRICT	6,999	**247**	953	**25.92%**
DECATUR COUNTY SCHOOL DISTRICT	10,760	**333**	1,846	**18.04%**
DEKALB COUNTY SCHOOL DISTRICT	16,007	**576**	2,837	**20.30%**
DICKSON COUNTY SCHOOL DISTRICT	42,283	**1,266**	8,317	**15.22%**
DYER COUNTY SCHOOL DISTRICT	19,186	**399**	3,852	**10.36%**
DYERSBURG CITY SCHOOL DISTRICT	17,391	**847**	3,055	**27.73%**
ELIZABETHTON CITY SCHOOL DISTRICT	13,296	**383**	1,891	**20.25%**
ETOWAH CITY ELEMENTARY SCHOOL DISTRICT	4,195	**151**	503	**30.02%**
FAYETTE COUNTY SCHOOL DISTRICT	30,406	**1,045**	6,750	**15.48%**
FAYETTEVILLE CITY SCHOOL DISTRICT	7,312	**278**	976	**28.48%**
FENTRESS COUNTY SCHOOL DISTRICT	16,153	**896**	3,093	**28.97%**
FRANKLIN CITY ELEMENTARY SCHOOL DISTRICT	31,268	**370**	4,445	**8.32%**
FRANKLIN COUNTY SCHOOL DISTRICT	37,598	**1,059**	6,596	**16.06%**
GIBSON SPECIAL DISTRICT	14,591	**278**	2,509	**11.08%**
GILES COUNTY SCHOOL DISTRICT	28,905	**822**	5,226	**15.73%**
GRAINGER COUNTY SCHOOL DISTRICT	19,801	**788**	3,515	**22.42%**
GREENE COUNTY SCHOOL DISTRICT	44,613	**1,372**	7,552	**18.17%**
GREENEVILLE CITY SCHOOL DISTRICT	15,644	**424**	2,351	**18.03%**
GRUNDY COUNTY SCHOOL DISTRICT	14,048	**806**	2,919	**27.61%**
HAMBLEN COUNTY SCHOOL DISTRICT	53,959	**1,527**	9,148	**16.69%**
HAMILTON COUNTY SCHOOL DISTRICT	294,494	**7,939**	50,270	**15.79%**
HANCOCK COUNTY SCHOOL DISTRICT	6,808	**460**	1,273	**36.14%**
HARDEMAN COUNTY SCHOOL DISTRICT	24,285	**1,140**	5,047	**22.59%**

Tennessee School District Name	Tot POP	Tot POV 5-17	Tot POP 5-17	% POV 5-17
HARDIN COUNTY SCHOOL DISTRICT	24,905	**1,019**	4,467	**22.81%**
HARRIMAN CITY SCHOOL DISTRICT	7,535	**418**	1,208	**34.60%**
HAWKINS COUNTY SCHOOL DISTRICT	49,823	**1,469**	7,999	**18.36%**
HAYWOOD COUNTY SCHOOL DISTRICT	19,534	**1,004**	4,350	**23.08%**
HENDERSON COUNTY SCHOOL DISTRICT	24,889	**499**	3,576	**13.95%**
HENRY COUNTY SCHOOL DISTRICT	30,807	**608**	3,596	**16.91%**
HICKMAN COUNTY SCHOOL DISTRICT	20,662	**648**	3,555	**18.23%**
HOLLOW ROCK-BRUCETON SCHOOL DISTRICT	4,526	**71**	759	**9.35%**
HOUSTON COUNTY SCHOOL DISTRICT	7,841	**256**	1,401	**18.27%**
HUMBOLDT CITY SCHOOL DISTRICT	10,012	**380**	1,864	**20.39%**
HUMPHREYS COUNTY SCHOOL DISTRICT	17,029	**493**	3,097	**15.92%**
HUNTINGDON SPECIAL SCHOOL DISTRICT	8,023	**325**	1,464	**22.20%**
JACKSON COUNTY SCHOOL DISTRICT	9,616	**313**	1,616	**19.37%**
JACKSON-MADISON COUNTY SCHOOL DISTRICT	85,825	**2,874**	16,395	**17.53%**
JEFFERSON COUNTY SCHOOL DISTRICT	43,609	**1,196**	7,004	**17.08%**
JOHNSON CITY SCHOOL DISTRICT	54,973	**1,298**	7,758	**16.73%**
JOHNSON COUNTY SCHOOL DISTRICT	16,709	**715**	2,636	**27.12%**
KINGSPORT CITY SCHOOL DISTRICT	42,008	**1,527**	5,973	**25.57%**
KNOX COUNTY SCHOOL DISTRICT	374,693	**8,531**	59,204	**14.41%**
LAKE COUNTY SCHOOL DISTRICT	8,205	**327**	1,099	**29.75%**
LAUDERDALE COUNTY SCHOOL DISTRICT	24,172	**1,047**	4,926	**21.25%**
LAWRENCE COUNTY SCHOOL DISTRICT	39,318	**1,221**	7,255	**16.83%**
LEBANON CITY ELEMENTARY SCHOOL DISTRICT	23,224	**549**	3,159	**17.38%**
LENOIR CITY SCHOOL DISTRICT	7,882	**319**	1,318	**24.20%**
LEWIS COUNTY SCHOOL DISTRICT	10,881	**447**	2,198	**20.34%**
LEXINGTON CITY ELEMENTARY SCHOOL DISTRICT	6,924	**246**	871	**28.24%**
LINCOLN COUNTY SCHOOL DISTRICT	31,350	**597**	4,309	**13.85%**
LOUDON COUNTY SCHOOL DISTRICT	31,141	**714**	5,084	**14.04%**
MACON COUNTY SCHOOL DISTRICT	18,066	**653**	3,298	**19.80%**
MANCHESTER CITY SCHOOL DISTRICT	8,773	**224**	1,247	**17.96%**
MARION COUNTY SCHOOL DISTRICT	25,239	**887**	4,825	**18.38%**
MARSHALL COUNTY SCHOOL DISTRICT	26,261	**666**	4,995	**13.33%**
MARYVILLE CITY SCHOOL DISTRICT	23,265	**563**	3,610	**15.60%**
MAURY COUNTY SCHOOL DISTRICT	69,590	**1,760**	13,216	**13.32%**
MCKENZIE SPECIAL SCHOOL DISTRICT	6,968	**143**	1,159	**12.34%**
MCMINN COUNTY SCHOOL DISTRICT	46,755	**776**	5,857	**13.25%**
MCNAIRY COUNTY SCHOOL DISTRICT	23,987	**879**	4,297	**20.46%**
MEIGS COUNTY SCHOOL DISTRICT	9,969	**448**	1,866	**24.01%**
MEMPHIS CITY SCHOOL DISTRICT	697,422	**29,602**	130,211	**22.73%**
MILAN CITY SPECIAL SCHOOL DISTRICT	10,686	**366**	1,846	**19.83%**
MONROE COUNTY SCHOOL DISTRICT	35,696	**1,207**	5,650	**21.36%**
MONTGOMERY COUNTY SCHOOL DISTRICT	114,865	**3,371**	21,887	**15.40%**
MOORE COUNTY SCHOOL DISTRICT	5,155	**125**	967	**12.93%**
MORGAN COUNTY SCHOOL DISTRICT	18,675	**760**	3,554	**21.38%**
MURFREESBORO CITY SCHOOL DISTRICT	64,716	**894**	6,725	**13.29%**
NASHVILLE-DAVIDSON COUNTY SCHOOL DISTRICT	533,258	**13,263**	83,853	**15.82%**
NEWPORT CITY ELEMENTARY SCHOOL DISTRICT	7,959	**243**	930	**26.13%**
OAK RIDGE CITY SCHOOL DISTRICT	25,718	**537**	4,149	**12.94%**
OBION COUNTY SCHOOL DISTRICT	21,299	**616**	3,973	**15.50%**
ONEIDA CITY SCHOOL DISTRICT	3,302	**137**	656	**20.88%**
OVERTON COUNTY SCHOOL DISTRICT	19,519	**717**	3,499	**20.49%**
PARIS CITY SPECIAL SCHOOL DISTRICT	12,055	**360**	1,449	**24.84%**

Tennessee School District Name	Tot POP	Tot POV 5-17	Tot POP 5-17	% POV 5-17
PERRY COUNTY SCHOOL DISTRICT	7,529	**275**	1,315	**20.91%**
PICKETT COUNTY SCHOOL DISTRICT	4,648	**234**	823	**28.43%**
POLK COUNTY SCHOOL DISTRICT	14,931	**503**	2,634	**19.10%**
PUTNAM COUNTY SCHOOL DISTRICT	59,050	**1,580**	9,388	**16.83%**
RHEA COUNTY SCHOOL DISTRICT	28,335	**822**	4,189	**19.62%**
RICHARD CITY SPECIAL SCHOOL DISTRICT	1,438	**88**	242	**36.36%**
ROANE COUNTY SCHOOL DISTRICT	42,410	**1,146**	7,222	**15.87%**
ROBERTSON COUNTY SCHOOL DISTRICT	53,192	**1,264**	10,456	**12.09%**
ROGERSVILLE CITY SCHOOL DISTRICT	4,910	**106**	453	**23.40%**
RUTHERFORD COUNTY SCHOOL DISTRICT	167,400	**1,961**	25,674	**7.64%**
SCOTT COUNTY SCHOOL DISTRICT	16,773	**1,074**	3,714	**28.92%**
SEQUATCHIE COUNTY SCHOOL DISTRICT	10,473	**412**	1,965	**20.97%**
SEVIER COUNTY SCHOOL DISTRICT	64,371	**1,999**	11,016	**18.15%**
SHELBY COUNTY SCHOOL DISTRICT	170,382	**1,761**	38,405	**4.59%**
SMITH COUNTY SCHOOL DISTRICT	16,354	**476**	2,940	**16.19%**
SOUTH CARROLL SPECIAL SCHOOL DISTRICT	2,356	**54**	416	**12.98%**
STEWART COUNTY SCHOOL DISTRICT	11,521	**325**	1,940	**16.75%**
SULLIVAN COUNTY SCHOOL DISTRICT	82,178	**1,954**	13,886	**14.07%**
SUMNER COUNTY SCHOOL DISTRICT	123,942	**2,564**	24,525	**10.45%**
SWEETWATER CITY SCHOOL DISTRICT	5,912	**161**	748	**21.52%**
TIPTON COUNTY SCHOOL DISTRICT	47,460	**1,234**	8,672	**14.23%**
TRENTON CITY SCHOOL DISTRICT	9,154	**339**	1,532	**22.13%**
TROUSDALE COUNTY SCHOOL DISTRICT	6,861	**254**	1,272	**19.97%**
TULLAHOMA CITY SCHOOL DISTRICT	17,945	**536**	3,221	**16.64%**
UNICOI SCHOOL DISTRICT	17,209	**506**	2,701	**18.73%**
UNION CITY SCHOOL DISTRICT	10,866	**375**	1,984	**18.90%**
UNION COUNTY SCHOOL DISTRICT	16,192	**668**	3,126	**21.37%**
VAN BUREN COUNTY SCHOOL DISTRICT	5,026	**196**	947	**20.70%**
WARREN COUNTY SCHOOL DISTRICT	36,137	**1,192**	6,587	**18.10%**
WASHINGTON COUNTY SCHOOL DISTRICT	47,219	**1,250**	8,229	**15.19%**
WAYNE COUNTY SCHOOL DISTRICT	16,439	**642**	2,794	**22.98%**
WEAKLEY COUNTY SCHOOL DISTRICT	32,907	**825**	5,303	**15.56%**
WEST CARROLL SPECIAL DISTRICT	7,311	**212**	1,239	**17.11%**
WHITE COUNTY SCHOOL DISTRICT	22,708	**801**	3,942	**20.32%**
WILLIAMSON COUNTY SCHOOL DISTRICT	118,678	**933**	19,983	**4.67%**
WILSON COUNTY SCHOOL DISTRICT	85,043	**1,038**	13,360	**7.77%**
TOTALS	5,651,117	**160,713**	968,912	**16.59%**
Eligibility Breakpoint		**616**		**16.59%**

APPENDIX C - Budget Sheets

40102

SAMPLE GRANT BUDGET (for reference purposes)

GRANT APPLICANT: [NAME]

PROGRAM AREA: ***EdTech LAUNCH I Competitive Grant***

Refer to Department of Finance and Administration Policy 03, Uniform Reporting Requirements and Cost Allocation Plans for Subrecipients of Federal and State Grant Monies, Appendix A for further definition of each expense object line-item in the model budget format. Policy 03 can be found on the Internet at: http://www.state.tn.us/finance/rds/ocr/policy03.pdf. Also, refer to Standardized System of Accounting and Reporting Manual (SSARM) for specific account number(s).

THE FOLLOWING IS APPLICABLE TO EXPENSE INCURRED IN THE PERIOD: [DATE] through [DATE]

POLICY 03 Object Line-item Reference	SSARM Account Number(s) Reference	**EXPENSE OBJECT LINE-ITEM CATEGORY** (detail schedule(s) attached as applicable)		**GRANT CONTRACT**	**GRANTEE MATCH (participation)**	**TOTAL PROJECT**
1	116-195	Salaries Accounts	(detail attached)	$0.00	$0.00	$0.00
2	201-299	Benefits & Taxes Accounts [(PERCENT)]		$0.00	$0.00	$0.00
4, 15	300-399	Professional Fees / Grant Awards	(detail attached)	$0.00	$0.00	$0.00
5	400-499	Supplies Account	(detail attached)	$0.00	$0.00	$0.00
6	307	Telephone Account		NOT APPLICABLE	$0.00	$0.00
7	348	Postage & Shipping Account		NOT APPLICABLE	$0.00	$0.00
8	399	Occupancy Account		NOT APPLICABLE	$0.00	$0.00
9	336 or 399	Equipment Rental & Maintenance		$0.00	$0.00	$0.00
10	400-499	Printing & Publications		$0.00	$0.00	$0.00
11, 12	524	Travel / Conferences & Meetings		$0.00	$0.00	$0.00
13	599	Interest Account		NOT APPLICABLE	$0.00	$0.00
14	500-599	Insurance Accounts		NOT APPLICABLE	$0.00	$0.00
16	see SSARM	Specific Assistance to Individuals		NOT APPLICABLE	$0.00	$0.00
17	na	Depreciation		NOT APPLICABLE	$0.00	$0.00
18	511-599	Other Non-Personnel	(detail attached)	$0.00	$0.00	$0.00
20	700-799	Capital Purchase Account	(detail attached)	$0.00	$0.00	$0.00
22	see SSARM	Indirect Cost [(PERCENT) if system policy requires; not > 5%]		$0.00	$0.00	$0.00
24	na	In-Kind Expense (If Applicable)		$0.00	$0.00	$0.00
25		**GRAND TOTAL**		**$0.00**	**$0.00**	**$0.00**

Items specified “Not Applicable: indicate expenses for wich the EdTech grant funds CANNOT be used.
Items indicating “detail attached” must be itemized on the detail page.

SAMPLE GRANT BUDGET DETAIL (for reference purposes)

LINE-ITEM DETAIL FOR: [SALARIES ACCOUNTS]	AMOUNT
[SPECIFIC, DESCRIPTIVE, DETAIL (REPEAT LINE AS NECESSARY)]	$0.00
[SPECIFIC, DESCRIPTIVE, DETAIL (REPEAT LINE AS NECESSARY)]	$0.00
TOTAL	**$0.00**

LINE-ITEM DETAIL FOR: [PROFESSIONAL FEES]	AMOUNT
[SPECIFIC, DESCRIPTIVE, DETAIL (REPEAT LINE AS NECESSARY)]	$0.00
[SPECIFIC, DESCRIPTIVE, DETAIL (REPEAT LINE AS NECESSARY)]	$0.00
TOTAL	**$0.00**

LINE-ITEM DETAIL FOR: [SUPPLIES]	AMOUNT
[SPECIFIC, DESCRIPTIVE, DETAIL (REPEAT LINE AS NECESSARY)]	$0.00
[SPECIFIC, DESCRIPTIVE, DETAIL (REPEAT LINE AS NECESSARY)]	$0.00
TOTAL	**$0.00**

LINE-ITEM DETAIL FOR: [OTHER NON-PERSONNEL]	AMOUNT
[SPECIFIC, DESCRIPTIVE, DETAIL (REPEAT LINE AS NECESSARY)]	$0.00
[SPECIFIC, DESCRIPTIVE, DETAIL (REPEAT LINE AS NECESSARY)]	$0.00
TOTAL	**$0.00**

LINE-ITEM DETAIL FOR: [CAPITAL PURCHASE]	AMOUNT
[SPECIFIC, DESCRIPTIVE, DETAIL (REPEAT LINE AS NECESSARY)]	$0.00
[SPECIFIC, DESCRIPTIVE, DETAIL (REPEAT LINE AS NECESSARY)]	$0.00
TOTAL	**$0.00**

LINE-ITEM DETAIL FOR: [SUBJECT LINE-ITEM]	AMOUNT
[SPECIFIC, DESCRIPTIVE, DETAIL (REPEAT LINE AS NECESSARY)]	$0.00
[SPECIFIC, DESCRIPTIVE, DETAIL (REPEAT LINE AS NECESSARY)]	$0.00
TOTAL	**$0.00**

APPENDIX D - Alignment to Federal Requirements for Technology Plan

Yes	Where found	REQUIRED ELEMENTS OF THE DISTRICT PLAN
		Process Elements
		1. **Needs assessment** -- Plan describes the district's needs related to technology literacy and incorporating technology into district educational practice. The description must be based on a needs assessment conducted within the district.
		2. **Stakeholder involvement in planning** -- Plan describes the diverse stakeholders in the district who were involved in developing the plan and the process through which stakeholders were engaged.
		3. Timeline -- Plan includes a timeline (of not more than three years) for implementation.
		4. Responsible parties -- Plan indicates by name and title who is responsible for overseeing implementation of specific elements of the plan.
		Content Elements
		5. Vision -- Plan includes a vision that relates educational technology to increasing student achievement.
		6. Goals and objectives -- Plan sets forth goals and measurable objectives for using technology to improve student academic achievement, aligned with State standards.
		7. Collaboration among educators -- Plan encourages collaboration among all district educators--including classroom teachers, school library staff, administrators and educational technology staff--in reaching educational goals and objectives. The plan provides mechanisms to promote the active participation of library staff in curriculum planning that incorporates development of information literacy.
		8. Collaboration with community partners -- Plan includes a description of how the district will work with community partners (such as parents, community groups, other educational entities, government agencies, and public or academic libraries) to help achieve the plan's goals and objectives for educational technology. (The description will include, where applicable, a program in collaboration with adult literacy services providers.)
		9. Curricula and teaching that integrate technology -- Plan describes how the district will identify and promote curricula and teaching strategies that effectively integrate technology, based on a review of relevant research, leading to improvements in student academic achievement.
		10. Increasing accessibility -- Plan describes how the district will ensure that all students and teachers have increased access to technology resources.
		11. Equity -- Plan provides for equitable access to technology and information resources for all students and educators--paying particular attention to closing the gap for students and educators who have had poorer access because of race, gender, disability, economic status, or special needs.
		12. Professional development -- Plan includes a description of how the district will provide ongoing, sustained, high-quality professional development for teachers, principals, administrators, and school library media personnel to further the effective use of technology in classrooms and library media centers to improve student achievement in a standards-based environment. (The description must include strategies that will improve teacher competency in educational technology.)
		13. Budget -- Plan provides an annualized budget for connectivity, hardware, software, professional development, print and electronic resources, support and other services, personnel, and plan-related activities that support development and use of educational technology.
		14. Interoperability -- Plan includes specific provisions for interoperability among technology components (Hardware to hardware; software to software; hardware to software)
		15. Leadership -- Plan includes elements that strengthen the role of district and school leadership in advocacy, administration, communication, and modeling of effective educational technology integration in achieving the plan's goals and objectives.
		16. Review of policies and procedures -- Plan identifies the district's current or pending policies and procedures (e.g., Acceptable use of the Internet, student Internet safety, and digital copyright) that related to the use of educational technology**.**
		17. Evaluation -- Plan includes a description of the methods and standards by which attainment of the plan's goals and objectives will be measured.

APPENDIX E - Tennessee STaR Chart (Campus Level)

Instructions for Completing a Campus Tennessee STaR Chart Profile

The printed STaR Chart materials may be used for discussion and collection of data. Use the instructions below to develop your campus STaR profile.

1. Four Key Areas are identified: Teaching and Learning, Educator Preparation and Development, Administration and Support Services, and Infrastructure for Technology.
2. Each Key Area is divided into Focus Areas. Within each Focus Area, indicators are provided for assessing the campus' Level of Progress. It is possible that the campus may have indicators in more than one Level of Progress. Select the one Level of Progress that best describes your campus.
3. The number of points for each level of progress is given on the grid. Total the number of points for each key area then use the scoring table (below) to determine your school's "Level of Progress".
4. When the online Tennessee OnTarget system is available, you will enter your STaR Chart responses into the OnTarget system. Summary reports and graphs will then be available.

The Tennessee STaR Chart is a tool to help Tennessee school districts and campuses develop their own long-range technology plan. Campuses and districts can use this data to perform a needs assessment, judge progress, set benchmarks and goals, determine funding priorities, provide information for technology planning, and measure the impact of state and local efforts to improve student learning through the use of technology. Districts will be able to view this data by school, district, and district type (urban, rural, etc.) This data will not be used as an evaluation measure of individual campuses or districts.

Impact of the Tennessee STaR Chart

Future applications for state funded technology grants under the Enhancing Education Through Technology Act will request a completed campus or district Tennessee STaR Chart profile to be filed with the application as an indicator of current status and progress and as a formative and/or summative evaluation tool.

Use the completed surveys, the reports and charts to compare your campus' progress to like-sized campuses and to the statewide profile. Your data will be compiled with those of other campuses to provide an overall picture of the state of technology in Tennessee. Additional statewide aggregated data will be available in the Spring of 2003.

Tennessee STaR Chart Scoring Table

Key Area	Total Numeric Score	*Look up the numeric score for each key area in the grid below to determine the "Level of Progress"*				Your School's Level of Progress
		Early Tech	Developing	Advanced	Target	
I: Teaching and Learning		6-8	9-14	15-20	21-24	
II: Educator Preparation and Development		6-8	9-14	15-20	21-24	
III: Administration and Support Services		5-7	8-12	13-17	18-20	
IV: Infrastructure for Technology		5-7	8-12	13-17	18-20	

KEY AREAS:	I. Teaching and Learning					
Focus: Levels of Progress	(A) Impact of Technology on Teacher Role and Collaborative Learning	(B) Patterns of Teacher Use of Technology	(C) Frequency/ Design of Instructional Setting Using Digital Content	(D) Curriculum Areas	(E) Technology Applications Assessment	(F) Patterns of Student Use of Technology
Early Tech (1 pt)	Teacher-centered lectures Students use technology to work on individual projects	Use technology as a supplement	Occasional computer use in library or computer lab setting	No technology use or integration occurring in the core curriculum subject areas	*Campuses that serve grades K-8:* Within each grade level cluster (K-2, 3-5, 6-8), some but not all Technology standards are met *High School Campuses:* At least 4 Technology Applications courses offered	Students occasionally use software applications and/or use tutorial software for drill and practice
Developing Tech (2 pts)	Teacher-directed learning Students use technology for cooperative projects in their own classroom	Use technology to streamline administrative functions (i.e., gradebook, attendance, word processing, E-mail, etc.)	Regular weekly computer use to supplement classroom instruction, primarily in lab and library settings	Use of technology is minimal in core curriculum subject areas	*Campuses that serve grades K-8:* Within each grade level cluster (K-2, 3-5, 6-8), most Technology standards are met *High School Campuses:* At least 4 Technology Applications courses offered and at least 2 taught	Students regularly use technology on an individual basis to access electronic information and for communication and presentation projects
Advanced Tech (3 pts)	Teacher facilitated learning Students use technology to create communities of inquiry within their own community	Use technology for research, lesson planning, multimedia and graphical presentations and simulations, and to correspond with experts, peers, and parents	Regular weekly technology use for integrated curriculum activities utilizing various instructional settings (i.e.,: classroom computers, libraries, labs, and portable technologies)	Technology is integrated into core subject areas, and activities are separated by subject and grade	*Campuses that serve grades K-8:* Within each grade level cluster (K-2, 3-5, 6-8), all Technology standards are met Grade-level benchmarks (K-8) are established *High School Campuses:* At least 4 Technology Applications courses offered and at least 4 taught	Students work with peers and experts to evaluate information, analyze data and content in order to problem solve Students select appropriate technology tools to convey knowledge and skills learned
Target Tech (4 pts)	Teacher as facilitator, mentor, and co-learner Student-centered learning, teacher as mentor/facilitator with national /international business, industry, university communities of learning	Integration of evolving technologies transforms the teaching process by allowing for greater levels of interest, inquiry, analysis, collaboration, creativity and content production	Students have on-demand access to all appropriate technologies to complete activities that have been seamlessly integrated into all core curriculum areas	Technology is integral to all subject areas	*Campuses that serve grades K-8:* Within each grade level cluster (K-2, 3-5, 6-8), all Technology standards are met Grade-level benchmarks (K-8) are met *High School Campuses:* All Technology Applications courses offered with a minimum of 4 taught, or included as new courses developed as local elective or included as independent study course	Students work collaboratively in communities of inquiry to propose, assess, and implement solutions to real world problems Students communicate effectively with a variety of audiences
TOTAL SCORE FOR KEY AREA I:				**Teaching and Learning**		

KEY AREAS:	**II. Educator Preparation and Development**					
Focus: Levels of Progress	(G) Content of Training	(H) Capabilities of Educators	(I) Leadership Capabilities of Administrators	(J) Models of Professional Development	(K) Levels of Understanding and Patterns of Use	(L) Technology Budget Allocated to Technology Professional Development
Early Tech (1 pt)	Technology literacy skills including multimedia and the Internet	10% meet ISTE technology proficiencies and implement in the classroom	Recognizes benefits of technology in instruction; minimal personal use	Whole group	Most at **entry** or adoption stage (Students learning to use technology; teachers use technology to support traditional instruction)	5% or less
Developing Tech (2 pts)	Use of technology in administrative tasks and classroom management; use of Internet curriculum resources	40% meet ISTE technology proficiencies and implement in the classroom	Expects teachers to use technology for administrative and classroom management tasks; uses technology in some aspects of daily work	Whole group, with follow-up to facilitate implementation	Most at **adaptation** stage (Technology used to enrich curriculum) Most beginning to use with students	6-24%
Advanced Tech (3 pts)	Integration of technology into teaching and learning; regularly uses internet curriculum resources to enrich instruction	60% meet ISTE technology proficiencies and implement in the classroom	Recognizes and identifies exemplary use of technology in instruction; models use of technology in daily work	Long term and ongoing professional development; involvement in a developmental/ improvement process	Most at **appropriation** stage (Technology is integrated, used for its unique capabilities)	25-29%
Target Tech (4 pts)	Regular creation and communication of new technology-supported, learner-centered projects; vertical alignment of all Technology Application curriculum standards; anytime anywhere use of Internet curriculum resources by entire school community	100% meet ISTE technology proficiencies and implement in the classroom	Ensures integration of appropriate technologies to maximize learning and teaching; involves and educates the school community around issues of technology integration	Creates communities of inquiry and knowledge building; anytime learning available through a variety of delivery systems; individually guided activities	Most at **invention** stage (Teachers discover and accept new uses for technology)	30% or more
TOTAL SCORE FOR KEY AREA II:				**Educator Preparation and Development**		

KEY AREAS:	**III. Administration and Support Services**				
Focus: Levels of Progress	(M) Vision and Planning	(N) Technical Support	(O) Instructional and Administrative Staffing	(P) Budget	(Q) Funding
Early Tech (1 pt)	No campus technology plan; technology used mainly for administrative tasks such as word processing, budgeting, attendance, gradebooks	No technical support on-site; technical support call-in; response time greater than 24 hours	No full time dedicated district level Technology Coordinator Campus educator serving as local technical support	Campus budget for hardware and software purchases and professional development	Local fund raisers only
Developing Tech (2 pts)	Campus technology plan aligns with the TN Long Range Technology Plan; integrated into district plan; used for internal planning, budgeting, applying for external funding and discounts. Teachers/administrators have a vision for technology use for direct instruction and some student use	At least one technical staff to 750 computers Centrally deployed technical support call-in; response time less than 24 hours	Full-time district level Technology Coordinator/Assistant Superintendent for Technology Centrally located instructional technology staff; one for every 5,000 students Additional staff as needed, such as trainer, webmaster, network administrator	Campus budget for hardware and software purchases and professional development, minimal staffing support, and some ongoing costs	Fund raisers and minimum grants/ minimal local funding
Advanced Tech (3 pts)	In addition to the above, the campus technology plan is approved by the board and supported by Director of Schools Campus plan collaboratively developed, guiding policy and practice; regularly updated Campus plan addresses technology application essential knowledge and skills and higher order teaching and learning Administrators use technology tools for planning	At least one technical staff to 500 computers Central technology support use remote management software tools Centrally deployed and minimal campus-based technical support on-site; response time is less than 8 hours	Full-time district level Technology Coordinator/Assistant Superintendent for Technology Centrally located instructional technology staff; one for every 1,000 students Additional staff as needed	Campus budget for hardware and software purchases and professional development, adequate staffing support, and ongoing costs	Grants, E-Rate discounts applied to technology budget, locally supplemented through tax dollars
Target Tech (4 pts)	In addition to the above, the campus technology plan is actively supported by the board Campus plan is collaboratively developed, guiding policy and practice; updated at least annually The campus plan is focused on student success; based on needs, research, proven teaching an learning principles. Administrators use technology tools for planning and decision making	At least one technical staff to 350 computers; centrally deployed and dedicated campus-based Central technology support use remote management software tools Technical support on-site; response time is less than 4 hours	Full-time district level Technology Coordinator/Assistant Superintendent for Technology Dedicated campus-based instructional technology support staff—one per campus plus one for every 1,000 students Additional staff as needed	Campus budget for hardware and software purchases, sufficient staffing support, costs for professional development, facilities and other ongoing costs Appropriate budget to support the district technology plan	Other competitive grants, E-Rate discounts, locally supplemented through tax dollars Other state and federal programs directed to support technology funding, bond funds, business partnerships, donations, foundations, and other local funds designated for technology
TOTAL SCORE FOR KEY AREA III:				**Administration & Support Services**	

KEY AREAS:	IV. Infrastructure for Technology				
Focus: Levels of Progress	(R) Students per Computer	(S) Internet Access Connectivity/Speed	(T) Distance Learning	(U) LAN/WAN	(V) Other Technologies
Early Tech (1 pt)	Ten or more students per Internet-connected multimedia computer Refresh cycle established by district/campus for every 6 or more years	Dial-up connectivity to the Internet available only on a few computers	No Web based/online learning available at the campus No satellite based learning available at the campus No two-way interactive video distance learning capabilities available at the campus	Limited print/file sharing network at the campus Some shared resources available on the campus LAN	Shared use of resources such as, but not limited to, TVs, VCRs, digital cameras, scanners, classrooms sets of programmable calculators
Developing Tech (2 pts)	Between 5 and 9 students per Internet-connected multimedia computer Refresh cycle established by district/campus is every 5 years	Direct connectivity to the Internet available at the campus in 50% of the rooms, including the library Adequate bandwidth to the campus to avoid most delays	Web-based/on-line learning available at the campus Satellite based learning available at the campus No two-way interactive video distance learning capabilities available at the campus, but available in the district	Most rooms connected to the LAN/WAN with student access Minimum 10/100 Cat 5 hubbed network High-end servers, such as Novell or NT servers, serving some applications	One educator per computer Shared use of resources such as TVs, VCRs, digital cameras, scanners, digital projectors, and analog video cameras; classrooms sets of programmable calculators
Advanced Tech (3 pts)	Four or less students per Internet-connected multimedia computer. Replacement cycle established by district/campus is every 4 years	Direct connectivity to the Internet in 75% of the rooms, including the library Adequate bandwidth to each classroom over the local area network (at least 10/100 MB LAN) to avoid most delays Easy access for students and teachers	Web-based/on-line learning available at the campus Satellite-based learning available at the campus Two-way interactive video distance learning capabilities available in at least one classroom	All rooms connected to the LAN/WAN with student access Minimum 10/100 Cat 5 switched network High-end servers, such as Novell or NT servers, serving multiple applications	One educator per computer Dedicated and assigned use of commonly used technologies such as computers with projection devices, TVs, VCRs, programmable calculators assigned to each student, and telephones in each classroom Shared use of specialized technologies such as digital cameras, scanners, document cameras and projectors, and digital video cameras
Target Tech (4 pts)	In addition to 4 or less students per Internet-connected multimedia computer, on-demand access for every student. Replacement cycle established by district/campus is 3 or less years	Direct connectivity to the Internet in all rooms on all campuses Adequate bandwidth to each classroom over the local area network (at least 100 MB or fiber network LAN) Easy access for students and teachers including some wireless connectivity	Web-based/on-line learning available at the campus Satellite-based learning available at the campus Two-way interactive video distance learning capabilities available at the campus in multiple classrooms	All rooms connected to the WAN sharing multiple district-wide resources Campus is connected to robust WAN with 100 MB/GB and/or fiber switched network that allows for resources such as, but not limited to, video streaming and desktop videoconferencing Easy access to network resources for students and teachers, including some wireless connectivity	One educator per computer Fully equipped class rooms with all the technology that is available to enhance student instruction readily available including all of the above as well as the use of new and emerging technologies
TOTAL SCORE FOR KEY AREA IV:				**Infrastructure for Technology**	